DOCUMENT RESUME

ED 225 569 IR 050 049

TITLE	Northeast Regional Exchange, Annual Report, January 1982.
SPONS AGENCY	National Inst. of Education (ED), Washington, DC.
PUB DATE	Jan 82
GRANT	NIE-G-81-0034
NOTE	93p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Annual Reports; *Educational Cooperation; Educational Finance; Educational Improvement; *Educational Research; *Information Dissemination; Information Networks; Needs Assessment; Program Administration; *Program Development; Program Evaluation; *Regional Cooperation; Regional Programs; Shared Services; State Departments of Education
IDENTIFIERS	*Research and Development Exchange

ABSTRACT

The activities of Northeast Regional Exchange, Inc. (NEREX) during its first year of operation are delineated in this report. The newest member of the national network of Research and Development Exchanges (RDx), this service agency was established to promote educational improvement in the seven northeastern states: Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, and Vermont. The report presents information on: (1) NEREX governance and staff; (2) NEREX regional and state priorities; (3) the NEREX evaluation procedure; (4) major NEREX services, focusing on information and resource sharing in the areas of basic skills instruction, use of computer software, and current issues in teaching; and (5) other 1981 NEREX activities including a survey on the topic of effective schools, support of various individual state projects, and participation in the RDx network. Figures provide a listing of 1981 board of directors' meetings, an inventory of NEREX priorities, a breakdown of expenditure by regional priority and by state, and a compilation of NEREX's specific first year tasks. Appendices contain lists of members of the NEREX board of directors and advisory committee, four extensive tables on the scope of NEREX's work and resources, and a brief record of educational organizations working with NEREX during 1981. (ESR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED225569

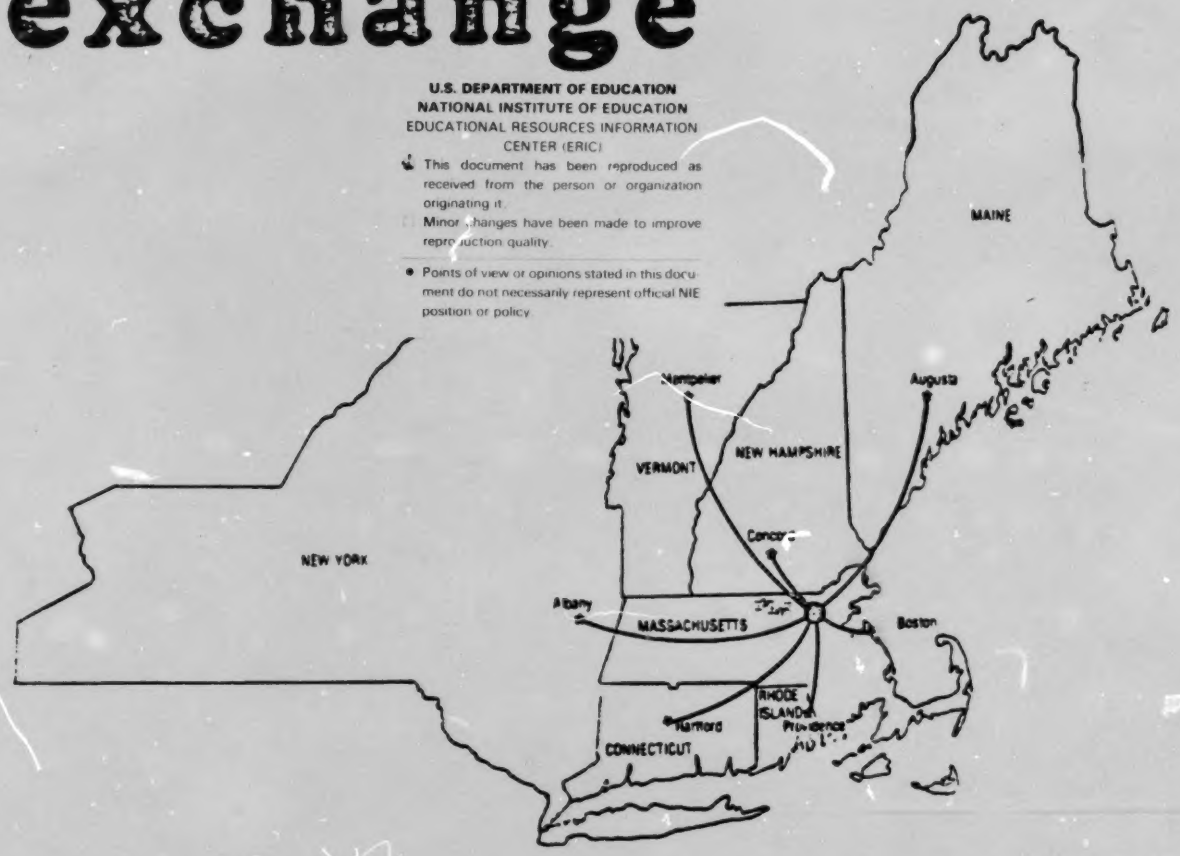
northeast regional exchange

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.



annual report

JANUARY, 1982

NORTHEAST REGIONAL EXCHANGE
101 Mill Road, Chelmsford, Massachusetts 01824

IR 050 049

BOARD OF DIRECTORS

Connecticut

David G. Carter
Mark R. Shedd, Chair

Maine

Elizabeth H. Mitchell
Harold Raynolds, Jr.

Massachusetts

Kevin T. Andrews
John H. Lawson

New Hampshire

Robert L. Brunelle
Jeannette Vezeau C.S.G.

New York

Gordon M. Ambach
Anne L. Bondy, Vice-Chair
Sandra Feldman

Rhode Island

Arthur R. Pontarelli
Ann Prosser

Vermont

Stephen S. Kaagan
Patricia M. Zyber

Richard J. Lavin
Secretary-Treasurer

STAFF

J. Lynn Griesemer, Executive Director
Larry Vaughan, Dissemination Specialist
Douglas Fleming, Resource Facilitator

The Northeast Regional Exchange, Inc. is a private non-profit organization incorporated under the laws of the State of Massachusetts. During the period from January 28, 1981 to January 27, 1982 the Northeast Regional Exchange was solely supported by a grant from the National Institute of Education (NIE-81-0034)

TABLE OF CONTENTS

	Page
ABSTRACT	1
INTRODUCTION	1
GOVERNANCE OF STAFF	1
Board of Directors	1
Advisory Committee	4
Staff	5
ESTABLISHING REGIONAL AND STATE PRIORITIES	6
Regional Needs and Priorities	6
State Needs and Priorities	9
EVALUATION	10
FIRST YEAR SERVICES	11
Curriculum: Basic Skills-Writing Skills	15
Instructional Technology: Computer Software	20
Teaching: Current Issues	26
Survey/Sweep: Effective Schools.	29
Individual State Projects	31
RDx Participation	34
SUMMARY	35
APPENDICES	
Appendix A - List of Board of Directors	39
List of Advisory Committee	41
Appendix B - The NEREX Workscope and Resources	44
Appendix C - Organizational Linkage	65

LIST OF FIGURES

	Page
Figure 1 - NEREX Board of Directors Meetings for 1981	2
Figure 2 - NEREX 1981 Regional Priorities	13
Figure 3 - Regional Services - Year 1	14
Figure 4 - Summary of Deliverables	37

ABSTRACT

The Northeast Regional Exchange, Inc. (NEREX), the newest of eight Research and Development Exchanges funded by the National Institute of Education, is a service agency that seeks to promote educational improvement through sharing of information and resources among the seven states of the Northeast: Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, and Vermont. By providing information, technical assistance, and training through State Departments of Education within the region, the NEREX serves local school districts and other organizations with a vested interest in the improvement of education for children and adults. The Northeast Regional Exchange utilizes the resources of other regional and national research, development, and service organizations by linking into existing educational networks and brokering services of those organizations within the region. Through the NEREX, states are able to expand their available resource base and work through regional sharing efforts toward program improvement.

During the first year (January 28, 1981 - January 27, 1982) the Northeast Regional Exchange established the governance structure. The 15-member Board of Directors includes the commissioner of education from each of the seven states and eight persons who represent other educational organizations and constituency groups in the Northeast. The four person staff for the NEREX were hired during the first year. The Board of Directors and staff were assisted in establishing the priorities and work plans for the Northeast Regional Exchange by a 30 member Advisory Committee and topic specific task forces that represent the seven states served by the exchange.

The Northeast Regional Exchange specifically focused its resources during the first year on three regional priorities adopted by the Board of Directors. These priorities are:

Curriculum: Basic Skills-Writing

Instructional Technology: Computer Software

Teaching: Current Issues in Teaching

Specific products developed during the first year were:

Microcomputers in Education: An Introduction

Administering Writing Programs: A Workshop Leader's Handbook.

Conferences in both areas are planned for March, 1982.

The Northeast Regional Exchange has also assisted individual states plan, provide services, and develop documents within the State Department of Education in areas of specific statewide priorities. These projects which are designed to assist local school districts include school effectiveness (CT, MA, NH, VT); Leadership Assessment (ME); Computer Literacy (NY); and Successful Business Practices (RI).

The Northeast Regional Exchange has been involved in other regionally and nationally relevant activities during the first year. They include, but are not limited to, a survey/sweep on School Effectiveness; linking to Capacity Building projects; collaborating with other regional exchanges on a Title I/NDN workshop; and jointly developing with the other regional exchanges documents about Oral and Written Communications and validation procedures in the 50 states.

The support for the first year of operation of the Northeast Regional Exchange, was a $210,000 grant from the National Institute of Education, United States Department of Education. The NEREX, in the conduct of the activities appropriated approximately $125,000 of the grant directly to the support of the activities described in the Annual Report. An additional $125,000 was documented as inkind contribution of funds, services and materials from SEA's and other collaborating organizations during the first year. An evaluation of the NEREX first year activities appears under separate cover.

INTRODUCTION

The Northeast Regional Exchange. Inc. (NEREX) completed its first year of operation in January 1982. As a service organization, NEREX seeks to promote educational improvement through sharing of information and resources among the seven states of the Northeast.

The Annual Report is a record of the start-up and first year activities of the exchange. Information about financial and other resource support of the NEREX are presented throughout the Annual Report and are summarized in Tables 1-4 of the Appendices. An evaluation of the NEREX first year activities appears under separate cover.

GOVERNANCE AND STAFF

Board of Directors

During the first full year of NEREX operations the fifteen member Board of Directors met (see Appendix A for List of Board of Directors) as a full body on four separate occassions (see Figure 1). In addition the Executive Committee of the Board of Directors was convened three times in conjunction with regular Board meetings and once during the interim between the first and second full Board meetings.

The first meeting of the Board of Directors was held on January 29, 1981, at which time the formal initiation of NEREX was announced. The initial conferences and the Board Meeting established the plans and commitments that would launch NEREX. These included:

- o Defining an action plan for the first year.
- o Clarifying roles and responsibilities

Figure 1

NEREX Board of Directors

Meetings for 1981

DATES	LOCATION	MAJOR FOCUS
January 29, 1981	Andover, Massachusetts	incorporation election of officers needs analysis activity schedule
June 19-20, 1981	Merrimack, New Hampshire	selection of Executive Director evaluation contract needs prioritization individual program funding allocations (Regional and State)
July 28, 1981	Hartford, Connecticut	service plans survey strategies state priorities
October 15-16, 1981	Kennebunkport, Maine	sub contracts priority area service and products planning for year two

- o Arriving at decisions about the size and makeup of the Board and the Advisory Committee.

- o Establishing the objectives and activities for the first operational year of NEREX.

While establishing the work plan for the initial year of the Northeast Regional Exchange, the NEREX Board of Directors was expanded to 15 members. The Board of Directors of the NEREX now includes the seven Commissioners of Education and eight persons that represent broader based user networks and practitioners from the seven states.

The Board of Directors met for the second time in June and dealt with several issues regarding plans for regional services. Twelve Board members were present for the summer Board Meeting of June 19 -20, which was held in Merrimack, New Hampshire. The final round of interviews for the position of NEREX Executive Director was conducted during an all day Executive Committee session on June 19, 1981 and the full board met the evening of June 19 and all day Saturday, June 20, 1981. J. Lynn Griesemer was named as NEREX Executive Director. In addition, the Board discussed a number of items and voted on several issues including: (1). a third party NEREX evaluation contract and (2). Program funding allocations for both Regional and State Priority areas. The Board also prioritized a set of regional issues and discussed alternate strategies for NEREX services in each of the priority areas.

On July 28, 1981, an informal Board Meeting was held in Hartford, Connecticut to provide the Board with an opportunity to meet with the full staff and review the progress made by NEREX staff in designing regional services. The Board also discussed an activity schedule for the next three month period and staff evaluation procedures. As with previous meetings Board members were mailed pre-meeting packets containing proposed agenda items, information summaries, service plans etc. and were provided additional materials as handouts at the meeting. The Board of Directors membership as of July included Massachusetts Acting Commissioner Michael Daly, and Vermont Acting Commissioner Lloyd "Pete" Kelley.

The fourth Board Meeting of the first year of NEREX was held October 15-16, 1981 in Kennebunkport, Maine. An Executive Committee session was held in the afternoon of October 15 and the full Board Meeting took place during that evening and the following day. Fourteen Board members were present for the meeting which focused on the review of a number of NEREX activities and planning for the second year of operations. The Board of Directors approved the Year 2 proposal outline and budget which was submitted to NIE on October 30, 1981. The Board reviewed sub contract plans for brokered services in each of the main Board designated priority areas. Other service plans in the priority areas were approved by the Board. Management procedures for individual state priority monies were distributed to the Board.

Dr. John H. Lawson will begin serving Massachusetts as Commissioner of Education on January 1, 1982, and Dr. Stephen S. Kaagan will assume his duties as Commissioner of Education in Vermont as of February 1, 1982. Both commissioners will serve on the NEREX Board of Directors.

Advisory Committee

The NEREX Advisory Committee (see Appendix A) met on May 8, 1981 in Albany, New York. Commissioner Mark Shedd (NEREX Board Chairman) and Peirce Hammond (NEREX NIE Project Officer) attended the Advisory Committee Meeting to help the group clarify expectations and design roles that would support exchange operations. Twenty-one of the original twenty-six member committee were in attendance for the meeting. The diverse group represented a variety of expertise areas and their interest in supporting NEREX activities was high. The NEREX staff have worked with individual Advisory Committee members. Several committee members served as readers of proposals submitted to NEREX for services brokered (1) to conduct the third party evaluation of first year activities and (2) to provide conferences in two of the three regional priority areas. Several members have provided resources and advice to NEREX regarding the regional priorities identified by the Board of Directors. Four of the states have held joint meetings of members of the NEREX Board of Directors and Advisory Committee.

Advisory Committee members serve on NEREX Task Forces that focus on regional priorities. Several Advisory Committee members have assisted NEREX staff in activities relating to the survey/sweep, State Capacity Building, linking and in developing state profiles. The consensus of the Board after several discussions about the role of the Advisory Committee is that the diversified utilization of the Advisory Committee members is of greatest benefit to the exchange.

Staffing

The Northeast Regional Exchange was served by Dr. Richard Lavin as Interim Director for the first five months of this year. Dr. Lavin, who continues as treasurer to the Board of Directors, is the Executive Director of Merrimack Education Center, Inc.

As of September 1, 1981 the NEREX was fully staffed. The four positions include Executive Director, Dissemination Specialist, Resource Facilitator and Exchange Secretary. In each case the positions were advertised, applications were received and selections were made from a number of candidates who were interviewed with consideration of both qualifications and equity.

In February, advertisements were placed in the Boston Globe for the positions of Resource Facilitator and Dissemination Specialist. The Dissemination Specialist, Larry Vaughan, was subsequently hired and began working during April, 1981. During early May a candidate was selected as NEREX Resource Facilitator from the applications received in response to earlier advertisement in the Boston Globe. The person selected served as Resource Facilitator for less than a month and left the exchange for health reasons.

A full time secretary, Judy Bibeault was selected from several candidates in June, 1981. Judy has considerable experience in the education field and was previously employed by the Central Library for the Boston Public Schools.

The position of Executive Director was advertised in the New York Times, th Boston Globe, RDx newsletters, the Chronicle of Higher Education and through other channels. The Executive Committee of the NEREX Board of Directors served as the screening committee to narrow the field of candidates through a three step process. Five finalists were identified and interviewed by the Executive Committee and Dr. J. Lynn Griesemer was selected as NEREX Executive Director at the June Board Meeting. During July and August, Lynn served NEREX on a half time basis while phasing out responsibilities from her previous appointment as the Director of the Curriculum Reserach and Development Center at the University of Rhode Island. Lynn assumed a full time role on September 1, 1981.

In late July, Douglas Fleming was selected as Resource Facilitator from an updated pool of applicants, and began serving the exchange on a half time basis. Doug most recently served as director of a state validated Massachusetts Title IV-C project, Project Greenthumb. Doug was half time with NEREX for the month of August and began full-time as Resource Facilitator September 1, 1981.

ESTABLISHING REGIONAL AND STATE PRIORITIES

Regional Needs and Priorities

Many of the NEREX activities of the first two quarters focused on the identification, clarification and prioritization of regional needs and the development of strategies to address those priority needs selected by the Board of Directors. Work conducted under the planning grant and during the first quarter of the year facilitated the identification, clarification and prioritization of regional needs. Brief state needs statements prepared under the planning grant served as a vehicle for focusing discussions regarding needs. A synthesis of the needs statements across the seven states provided NEREX with a preliminary list of identified regionwide needs.

Building upon the commonality of purpose and the commitment to cooperation established during the planning year, NEREX set about the task of defining priorities from among the many needs set forth in the proposal. Activities and calendars were prepared and listed for the review of the Board. Discussion with the Board centered around the common goals and activities to be pursued region-wide while permitting the opportunity for the concerns of individual states to surface and be considered for sharing, exchange and needed attention.

The interim Executive Director, Richard Lavin visited six of the seven states during the first quarter to begin the process of clarifying perspectives on both individual state and regionwide needs. This round of meetings served to refine NEREX's understanding of regionwide needs and laid the groundwork for efforts carried out during the second quarter. Also, the initial Board of Directors meeting during the first quarter provided considerable input to the identification of regionwide needs.

A second round of state visits was begun in May. The NEREX Dissemination Specialist, Larry Vaughan, and other staff met with SEA representatives from each of the seven states during the period for in depth meetings covering a variety of issues. The main purposes for these visits were to:

- o Clarify individual state and regionwide needs expressed in earlier communications,
- o Provide information and print resources in response to identified needs,
- o Collect preliminary information to prepare NEREX state profiles and,
- o Build relationships between SEA and NEREX staff

This round of meetings proved quite successful and led to the identification and prioritization of both region wide and state-specific priority areas for NEREX attention during the first year. In each of the visits the SEA representatives included the Commissioner of Education, deputy commissioners and other key SEA leaders. These meetings gave NEREX staff an opportunity to discuss a variety of issues with their key SEA contact people in each of the Northeast States.

The Board of Directors meetings in June, 1981 and July, 1981 were forums for the discussion and prioritization of regionwide needs. In reviewing regionwide needs the Board selected three broad categories: (1) Curriculum, (2) Instructional Technology and (3) Teaching. From among those needs identified in each catgory the Board selected the following priorities for this year:

- Curriculum: Basic Skills - Writing Skills
- Instructional Technology: Computer Instruction Applications (software)
- Teaching: Current Issues

After prioritization the Board approved NEREX strategies for developing regional services. Initial plans included convening task forces in each of the areas to review existing resources and to advise NEREX staff regarding services. In all three regional priority areas task forces were formed to include an SEA representative from each state as well as other persons with expertise in the topic area. In the Teaching priority area the Task Force includes a more diverse sampling of people from higher education, the teaching profession, SEAs and other organizations with a focus on Teacher Education.

In addition to the three priority areas, the board suggested that NEREX staff conduct a survey/sweep on the topic of Effective Schools. The sweep which was initiated during August was characterized by a rapid polling of each state to identify existing efforts and resources in the topic area and a search through the RDx network for additional resources. The resulting data was then synthesized and disseminated back to all states during the year to promote additional activity and networking among the states.

By the time NEREX convened the Board of Directors for the final meeting of the year in October 1981, staff had already initiated many of the activities designed around regional priorities. At this time the Board reviewed progress made, task force reports, and sub contract agreements reached with other organizations through which NEREX brokered some of the regional services. Preliminary discussions at the October Board meeting indicated a strong commitment to the continuation of activities during Year 2 in two of the three priority areas with phase out activities in Writing Skills to be replaced by another curriculum area. Final determination of Year 2 priority areas will be made at the Annual Board of Directors Meeting in February, 1982.

State Needs and Priorities

The staff developed state profiles for each of the seven Northeast states. State visits during the second quarter provided preliminary data from which to develop profiles. The Dissemination Specialist has worked with the commissioner's office in each state to gather follow-up information to enhance the completeness and accuracy of profiles. These brief profiles provide an overview of the State Department of Education; status of SEA with respect to the NEREX regional priorities; and outline state priorities for education.

Work in developing the state profiles was delayed due to the need for staff to focus on arranging services in the regionwide priority areas and because of the rapidly changing nature of the SEA organizations due to federal and state cutbacks. Draft profiles for all seven states are being compiled and after each SEA approves the accuracy of their respective profile, NEREX will disseminate the seven profiles throughout the region to stimulate further cross-state linkages.

EVALUATION

Evaluation of the Exchange

Three proposals were submitted in response to the NEREX formative evaluation RFP issued in late April. All three proposals were of high quality and were responsive to the objectives called for under the RFP. A seven member panel was formed to review the proposals including three NEREX Advisory Committee members, NEREX staff and outside consultants. A checklist-type numerical rating form was used to review the proposals on the basis of predetermined criteria. Though all proposals were of high quality, the panel of readers rated the proposal from Mediax Associates, Inc. of Westport, Connecticut as highest and, subsequently the award was made to Mediax.

During June and July, two meetings were held with John Love, the Mediax evaluator and NEREX staff to establish data collection methods and finalize the timelines for evaluation events and milestone reports. Logs, contact reports and other data collection formats were designed by Mediax and revised based on dicussions held with the NEREX staff. Log forms were piloted for a two to three week period and final revisions in all data collection forms were completed by the end of August, 1981. A mid-contract evaluation report on exchange start-up activities was submitted by Mediax on September 30, 1981.

NEREX staff and John Love, the Mediax evaluator, worked closely during the third quarter to document activities regarding the regional priorities and state set aside projects. Several sets of staff interviews were conducted during this period, staff daily logs were analyzed and John Love attended the October Board Meeting both to report his initial findings and gather additional evaluation data. The mid-contract evaluation report was presented to the Board and forwarded to NIE with the Year 2 Plan of Action. The staff reports that while providing data for evaluation purposes requires some investment of time it has served a useful purpose in providing feedback that is helpful to the overall management of the exchange's tasks and daily activities.

In summary, during the first year the Northeast Regional Exchange initiated activities that built a solid base from which to provide needed services and established effective working relationships with the NEREX governance structure and client groups. The NEREX experienced some initial lag in hiring staff and there was turn over in one staff position early in the year. However, the NEREX initiation activities were carried out and as NEREX became fully staffed the exchange was prepared to respond to the Regional Priorities established by the Board as well as a variety of needs identified by individual states.

FIRST YEAR SERVICES

Services to states began even before any full time NEREX staff had been appointed. The Interim Executive Director, Richard Lavin, and others who worked part time with the exchange immediately after the grant award, interacted with key SEA leaders. Through these interactions NEREX became aware of state needs and responded with either print resources, linking or the provision of limited direct service. Start up activities such as state visits and needs sensing identified further needs and thus some service was mixed with needs sensing activities.

As full time staff joined NEREX this pattern of mixing limited service with exchange initiated activities was continued throughout the first two quarters of the year. As proposed, the operating model for the Northeast Regional Exchange demonstrated a clear intent to focus efforts on both regional and state priorities that would be identified through needs sensing activities and needs prioritization. NEREX has adhered to the original exchange conceptualization and focused efforts on regional and state priorities. During the intense project initiation phase of the first two quarters NEREX developed the ground work for the regional/state priority focus and for the intent to deliver relevant services, primarily through cost effective brokering mechanisms. As discussed in the previous section NEREX successfully carried out the following activities in establishing the regional and state priorities:

- synthesis of needs data from the planning grant

- o Executive Committee planning for Regional priorities
- o initial state visits
- o comprehensive state needs clarification meetings
- o multiple Board and Adivisory Committee regional needs clarification and prioritization discussions
- o Board action to designate regional priorities and
- o planning sessions to address individual state priorities

Figure 2 displays the NEREX 1981 Regional Priorities that were identified through the activities listed above and prioritized by the NEREX Board of Directors. Each of the main priority areas listed in Figure 2 was common to all seven states. Also, the three main priorities were areas that had surfaced as common priorities throughout the past several years. The Northeast Regional Educational Planning Project (NREPP) had funded services in both Basic Skills-Writing Skills and Computer Instruction Applications.

Several tables which appear in Appendix B of the Annual Report are pertinent to the discussion of first year services. These are:

Table 1	Workscope Overview-Regional Priorities and other NEREX activities
Table 2	Resource Matching - Year 1
Table 3	Total Resources Allocated to NEREX Sponsored Activities
Table 4	NEREX Dollars and Matching Funds

The information listed above will be referenced in the following discussion. Appendix C is a list of the types of organizations that NEREX has linked to during the first year.

The remainder of this section on first year services will be organized around discussions of each of the three main Regional Priority Areas for 1981, NEREX State Individual Projects, the Survey/Sweep, Other State Services, RDx Participation and Summary of Project Deliverables. As an overview to the discussion and resource allocation, Figure 3 presents a summary of Regional Services - Year 1.

Figure 2

NEREX

1981 Regional Priorities

Main Priority Areas: The NEREX Board of Directors has selected three areas of high priority and immediate focus for 1981. They are:

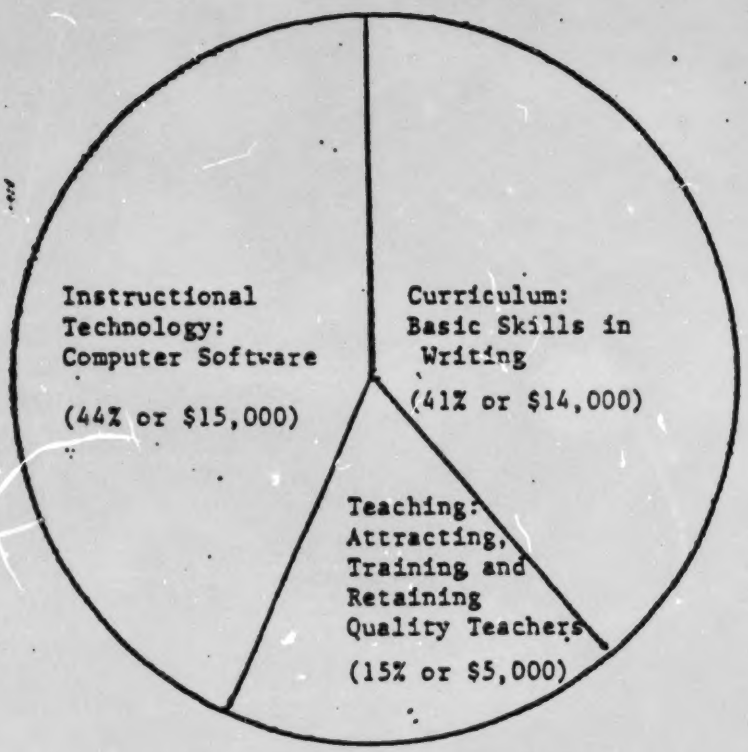
- Curriculum: Basic Skills - Writing Skills
- Instructional Technology: Computer Instruction Applications (software)
- Teaching: Current Issues

Additional Priorities: The NEREX Board of Directors has also identified several additional priority areas for 1981. They are:

- Effective Schools/School Improvement
- Retention of Math/Science Teachers
- Teacher Training/Teacher Education
- Secondary Schools/High Schools
- Rural Schools/Small Schools - Access of Resources
- Urban Schools/Large Schools - Alternative Programs
- Youth Training/Employment
- Energy Conservation
- Block Grants
- Basic Skills Competency
- Funding Equity
- Television in the Classroom
- Educational Information Services

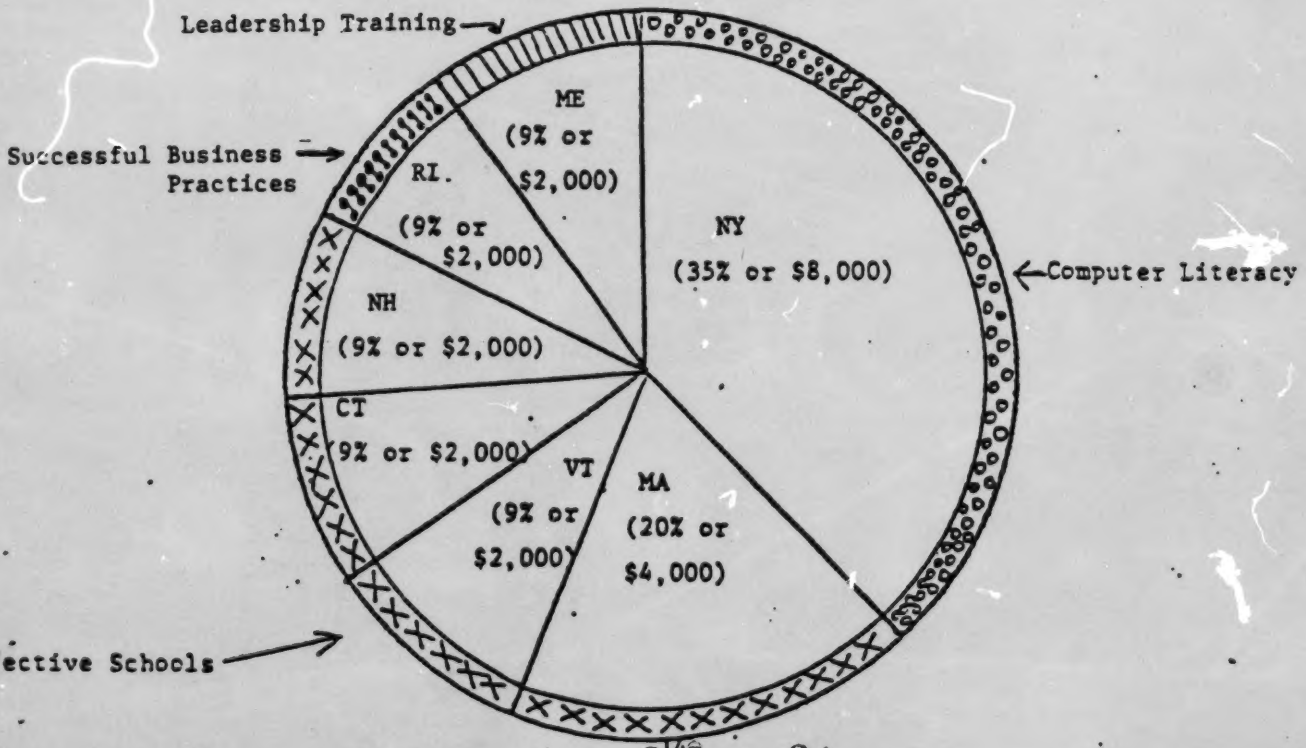
Figure 3

REGIONAL SERVICES: YEAR 1


Instructional Technology: Computer Software
(44% or $15,000)
Curriculum: Basic Skills in Writing
(41% or $14,000)
Teaching: Attracting, Training and Retaining Quality Teachers
(15% or $5,000)

Individual State Priorities

(40% or $22,000)



Curriculum: Basic Skills-Writing Skills

The general area of Basic Skills Instruction has had a history of wide-spread comprehensive development efforts in the Northeast Region in recent years. When NEREX was formed much had already been accomplished in Basic Skills in each of the seven states. However, it was clear from the planning grant that considerable work was yet to be done in several Basic Skills areas such as speaking, listening and writing. The NREPP identified Basic Skills Writing as one of six planning grant priorities and a firm within the region had been contracted to produce resources and services in the writing area. Also, it was clear from early NEREX contacts with SEA leaders that some aspect of Basic Skills instruction would remain a priority focus of the new exchange.

Consequently, NEREX staff began early in Year 1 to converse with key SEA staff regarding their current Basic Skills concerns. Basic Skills was an important focus for discussions in both the initial round of state visits and the more comprehensive state needs clarification conferences. After these visits staff contacted individual SEA Basic Skills coordinators and Title II directors to gather further detail about current Basic Skills efforts and concerns. This SEA input revealed that there were several Basic Skills issues that were common to the region including assessment, writing, oral communication, standard setting, and training for LEA staff. Also, it was learned that one contractor in the region had provided Basic Skills service to 5 of the 7 northeast states. The NEREX staff followed up with National Evaluation Systems, Inc. to seek the perspective they had gained in serving SEAs. Additionally, NEREX requested information on Basic Skills efforts and concerns in other parts of the country from the other seven regional exchanges in the RDx network. Several print resources and need statements were sent to the NEREX by RDx colleagues.

Based on the input collected from each state and the other sources identified above, NEREX identified a number of pertinent Basic Skills concerns. However, many of the expressed concerns lacked clarity and there was little information regarding the relative ranking of each issue for the seven northeast states. Consequently the NEREX Dissemination Specialist compiled the Basic Skills issues that had been identified into a working paper to stimulate further discussions within the region. The working paper, Basic Skills Competency Programs in the Northeast Region, was distributed in early June to the NEREX Board of Directors, Advisory Committee and to SEA Basic Skills coordinators. Since it was apparent to NEREX Board members that Basic Skills represented a pervasive need area, the exchange began to receive additional input about prioritizing Basic Skills issues.

NEREX staff followed up on the work in Basic Skills Writing that had been conducted under the NREPP. Several SEA leaders in the region provided strong positive feedback on the services and products that resulted from the planning project writing grant. Also NEREX had received a proposal from Commissioner Raynolds of Maine to focus some additional regional efforts in the area of Basic Skills-Writing Skills. Considerable discussion among SEA leaders and NEREX staff about Basic Skills issues took place in early June, 1981 and by the June, 1981 NEREX Board of Directors Meeting, the Board was ready to prioritize a set of regionwide needs including the issues associated with Basic Skills.

After considerable discussion at the June meeting the Board selected Basic Skills as the curriculum focus for 1981 and further deliniated that the project focus in the area of writing skills. Several Board members suggested a variety of service strategies including further follow up of the work begun during NREPP. The NEREX staff designed a number of tentative service strategies in preparation for further discussions with the Board at the July meeting.

In addition the staff went through a process to determine regional priority funding allocations based both on the directives of the full Board from the June meeting and follow up discussions with Executive Committee members following the June meeting. It was determined that $14,000 of the available $34,000 Regional Prioirity funds would be allocated to services on Basic Skills-Writing Skills and further that the project would seek matching and in kind support from the seven states in order to promote additional impact within the priority service area. Preliminary service strategies were reviewed and refined at the July Board meeting.

Several NEREX Basic Skills-Writing Skills services were initiated in the interim between the July 28, 1981 and October 15, 1981 Board Meetings. First, additional contacts were made with SEA Basic Skills coordinators to solicit up-to-date information on writing skills efforts underway in the states. Aside from telephone conversations and on-site meetings NEREX staff developed a vehicle to update Basic Skills activities in the seven states. During the NREPP the NETWORK, Inc. had produced a Basic Skills Profile for each of the seven states. NEREX staff mailed copies of these profiles to SEA coordinators and requested that they review the profile and update the information.

NEREX staff visited the persons at the NETWORK, Inc. who had produced the NREPP Writing Skills product to discuss the feedback they had received from SEA and LEA staff who had either attended workshops or utilized the product in their local setting. Also discussed were ways to improve the document and update its contents. Additionally, NEREX staff directly contacted persons who had used the product in order to secure additional feedback and suggestions for revision.

During September, NEREX and the Regional Office of Education Programs - Region I collaboratively convened Basic Skills SEA coordinators from the seven states at the ROEP-I office in Boston. The ROEP-I had previously convened the New England SEA coordinators seven times during the past two years. For the September meeting the group was expanded to include representatives from New York State. This meeting served several purposes including sharing among SEAs, additional NEREX needs clarification, a forum to discuss NEREX's mission with regard to the Basic Skills-Writing Skills Regional Priority area and an opportunity to review and analyze the strengths and weaknesses of the NREPP Writing product. Several of the SEA representatives present at this September meeting were those who had been named by their commissioner to the NEREX Basic Skills Writing Task Force.

Following the successful Basic Skills meeting in Boston NEREX scheduled its first official Basic Skills Task Force Meeting for November 2, 1981. The agenda for the November Task Force Meeting was developed from the joint NEREX/ROEP-I Basic Skills meeting held in September and the NEREX service strategies that had been designed between the July 28, 1981 and October 15, 1981 Board meetings.

Feedback from numerous sources including the joint NEREX/ROEP-I Basic Skills meeting indicated that the NREPP Writing Skils product had been useful and that it would be appropriate to improve and update the product for wider dissemination. Both the NEREX Executive Committee and the full Board had encouraged plans to update a writing skills product at the July, 1981 Board Meeting and a contract for the revision of the document was formally approved at the October Board Meeting.

The November 2, Task Force meeting brought together representatives from each of the seven states. The meeting featured comments from invited experts in the field and provided an opportunity for the Task Force to meet with the contractor for the Writing Skills product. Several good suggestions for updating the product resulted from this meeting and a sub committee of Task Force members was formed to further advise the contractor.

The November 2nd Task Force Meeting allowed for greater sharing of individual state progress in improving writing skills. In addition, persons representing practicing programs in research and instruction were able to interact with the state program officers in healthy two-way dialogue. The group elected to convene in a month for the purpose of continued discussion of NEREX strategies to promote the improvement of writing programs within the region.

On Friday, December 4, 1981 the group met to systematically address the question of how NEREX, acting in the capacity of a linker, a broker, and an information provider could help schools develop better writing skills programs. The group went through some consensus building activity and agreed to "meet by mail" in the form of responses to special worksheets designed to collect further information. Six strategies were finally selected and are detailed in Input and Outcomes: A Summary of the Basic Skills Writing Task Force Meeting.

During December 1981, NEREX staff collected further information from Task Force members and made plans to provide a Basic Skills Writing Conference within the region and released a Request for Proposals to conduct such a training conference. Concurrent contracts were awarded to The Network, Inc. and the Regional Planning Center-Albany BOCES during January 1982. The conference is scheduled at Sturbridge, MA and will be held on March 3, 1982.

Figure 3, Total Resources Allocated to NEREX Sponsored Activities details the resources utilized in providing Basic Skills Writing Skills services during the first grant year. Included are both NEREX resources, state matching funds and in kind contributions from a variety of sources. A total figure of $32,250 was invested in the Regional effort. Of that amount less than half came directly from NEREX Regional Services funds. Over $7,900 resulted from in kind SEA involvement.

Instructional Technology:Computer Software

The capacity of our nation's educational systems to successfully utilize available technology to support both effective management and instruction has been a growing concern over the past several years. With the advent of comparatively inexpensive technological supports educators have increased their efforts to make use of technology. Yet, technological systems (hardware) are developing rapidly and their manufacturers have made little effort to help educators adapt computers to educational uses (software). Clearly the use of technology in educational settings is a "cutting edge" issue.

Several efforts to make effective use of technology in education have been initiated in the northeast states which also serve host to many of the technology manufacturers. However, most educational technology efforts have been isolated from one another and were initiated at a "grass roots" level with no external support or coordination. The problems facing educators who attempt to support instruction with technology are many. Many educators are not familiar with computers nor understand their potential uses. Successful applications have not been spread to other locations. Equipment produced by one manufacturer is incompatable with that of another. The majority of available material to support instruction is teacher made and is of narrow focus (software).

The problems cited above as well as other impediments to the effective use of computers in schools have drawn considerable attention from educational leaders in the Northeast. The need to provide supports to instructional technology efforts became a major focus during the Northeast Regional Educational Planning Project (NREPP). The NREPP identified Computer Technology as one of six planning grant priorities and a firm within the Northeast region had been contracted to produce resources and conduct services in this area. Therefore, when NEREX was formed some computer technology support services had already been delivered to the region. Also, it was clear from early NEREX contacts with SEA leaders that some aspect of computer instruction would remain as one of the new exchange's main priorities of focus.

NEREX staff began early in the first year to converse with key SEA staff regarding their current computer instruction concerns. Computer technology was an important focus for discussions in both the initial round of state visits and the more comprehensive state needs clarification conferences. SEA input revealed that there were several technology issues that were common to the region including computer literacy, the need for information regarding the relative capacity of equipment (hardware), group purchasing of equipment, school management of instructional systems, the availability of instructional support materials (software), training for SEA and LEA staff and clarification of SEA roles in support of the use of technology. Additionally, NEREX requested information on computer instruction efforts located in other parts of the nation from the other seven regional exchanges in the RDx network. Several print resources and need statements were received from RDx colleagues.

Based on the input from key SEA staff, the NEREX Board of Directors, and the RDx network, the exchange staff identified a number of pertinent computer instruction concerns. NEREX solicited further input from SEAs in order to clarify these issues and rank them according to their relative importance. As a means to further stimulate input regarding computer technology staff compiled a discussion of these issues into a working paper, TASK FORCE: Communication Technology and Education. This working paper was distributed in early June to the NEREX Board of Directors, Advisory Committee and SEA staff who were familiar with technology efforts in their own states. The working paper stimulated both discussion and written feedback as it became more generally apparent that NEREX would provide services in the area of instructional technology.

NEREX staff followed up on the work in computer instruction that had been performed under the NREPP. Both New York and Maine had attempted to disseminate Microcomputers In Education produced by Technical Education Research Centers (TERC) beyond the scope of the planning grant effort to a wider audience. Several SEA leaders provided strong positive feedback on the TERC product resulting from the planning grant. An Advisory Committee member who had served on the NREPP steering committee submitted a proposal to NEREX regarding additional work in the quickly developing area. Considerable discussion among SEA leaders and NEREX staff concerning computer instruction issues took place in early June which laid important ground work for the June, 1981 NEREX Board of Directors Meeting.

The NEREX Board reviewed a number of potential regionwide priority areas at the June meeting and selected Computer Software as the Instructional Technology focus for 1981. Board members suggested a variety of service strategies including further follow-up of the work begun under NREPP. The NEREX began collecting additional input from education practitioners, experts in the field, and computer hardware and software producers. The NEREX staff designed a number of service strategies in preparation for further Board discussions. Based on staff discussions and input from both the Executive Committee and the full Board of Directors NEREX went through a process to determine regional priority funding allocations following the June, 1981 Meeting. It was determined that $15,000 of the available $34,000 Regional Priority funds would be allocated to services in Computer Instruction Software. Also it was determined that the exchange would seek matching and in kind support from the seven states in order to promote additional impact in this priority service area. Preliminary service strategies were reviewed and refined at the July, 1981 Board Meeting.

Initial NEREX computer technology service activities were begun after the July, 1981 Board Meeting. Further contacts with key SEA staff were made regarding the utility of the TERC-NREPP product for further dissemination. The NEREX staff began forming a Technology Task Force from among persons either designated by SEA commissioners or nominated by other NEREX Board members. Task Force members were interviewed either in person or by telephone regarding activities within their respective states. Several contacts were made with industrial concerns specializing in computer development and training (Digital Equipment Corporation Education Division, DELTAK, Data Processing Training Division, Aetna Data Processing Education Program, etc.). Contacts were made with other education firms specializing in technology including Northwest Regional Educational Laboratory's Micro SIFT project and TERC's Carnegie planning grant to develop an on-line software exchange. Such contacts provided NEREX with a variety of pertinent print resources and the exchange began distributing these within the region.

In a separate but related effort NEREX staff began a series of exchanges with New York SEA staff regarding computer instruction during July, 1981. The New York SEA had elected to focus its NEREX State Set Aside Project on computer literacy. New York's effort not only overlaps with the NEREX Instruction Techonlogy-Computer Software Regional Priority but also extends the impact of project services. The New York literacy project has produced a resource document and a materials file that supplements the NEREX work. New York produced materials on computer literacy that will be disseminated throughout the region via NEREX.

The NEREX staff met with representatives from TERC twice during the interim between the July, 1981 and October, 1981 Board Meetings to discuss possible avenues of updating and improving the NREPP product, Microcomputers in Education. Feedback from SEA staff, Advisory Committee members and other sources was reviewed with TERC staff. Additionally, NEREX staff directly contacted persons who had used the product in order to secure additional feedback and suggestions for revision.

To gather specific suggestions for revision NEREX staff constructed a review form to use in structuring feedback about individual features of the TERC report and requested that the newly formed Technology Task Force review the document in preparation for a complete analysis at the first Task Force meeting in October, 1981.

The first Technology Task Force meeting held October 14, 1981 had several purposes including sharing among SEAs, additional technology needs clarification, a forum to discuss NEREX's mission with regard to the Computer Software Regional Priority area and an opportunity to review the strengths and weaknesses of the NREPP product. Several roles were identified for Task Force members including providing SEA needs information, reviewing NEREX service strategies, assisting in the design of exchange activities, and providing input to contractors who were to be engaged under NEREX's service brokering activities. Following the successful Task Force meeting in Chelmsford, Massachusetts, NEREX scheduled another one day meeting for November, 1981. The agenda for the November, 1981 meeting was developed from the first meeting and from the NEREX service strategies that had been designed between the July and October Board of Directors meetings.

Feedback about the TERC document Microcomputers In Education was overwhelmingly positive. Numerous sources including the Technology Task Force reported successful use of the document with a variety of target audiences. Therefore, it was decided that the project would seek to update, improve and disseminate a revised print resource. The Executive Committee and the full Board encouraged such revision work and action was taken to formally approve revision plans at the October Board Meeting. The work to be sub contracted with TERC was targeted for completed in January, 1982. The revised document, Microcomputers in Education: An Introduction, will be disseminated through the exchange and further utilized during a one day conference on Microcomputers on March 4, 1982.

NEREX disseminated a brief Instructional Technology Update in mid November. The update resulted primarily from information discussed at the first Technology Task Force Meeting, NEREX service plans and information collected from conferences and the work of other projects. The dissemination vehicle for the Instructional Technology Update was the Task Force itself. Additional dissemination was accomplished through the Advisory Committee, the Board of Directors and the RDx network.

The November Task Force Meeting brought together the members from all seven states with an ambitious agenda. The Task Force offered several helpful suggestions to representatives from TERC who were engaged to revise the NREPP document. A Task Force sub committee was formed to provide additional guidance to the contractor in this matter. A second sub committee was formed to help plan a Regionwide Technology Conference. This sub committee provided input for the design of a NEREX RFP to solicit bids to conduct the conferences.

An RFP was let in early December and a contract award was made to Technical Education Research Centers in early January, 1982. The conference will service people who help local educators implement computer instruction and will be held March 4, 1982 in Sturbridge, Massachusetts. Nearly 200 key regional educators identified by the Task Force have been invited to attend.

Another outcome of the November meeting was a set of Task Force recommendations for NEREX's Instructional Technology activities during the second year of the project. A variety of new activities were suggested and several good suggestions for extending the impact of the first year's work were offered. This report of recommendations will be reviewed and discussed in the February 1982 Board Meeting.

The Task Force also helped NEREX identify other print resources appropriate for dissemination at the second meeting. NEREX reproduced several materials and circulated them to SEA representatives during the last quarter. The project disseminated the udated TERC report and the New York Computer Literacy report through the RDx network. NEREX staff formed closer ties with two important nationwide computer software projects (NWREL's Micro SIFT and TERC's Software Exchange). Information from these two efforts was disseminated through the region. In addition NEREX made other important links in related areas. During the second year NEREX will attempt to work closely with contractors engaged in nationwide efforts in technology teacher training and basic skills instruction via technology.

Table 3 Total Resources Allocated to NEREX Sponsored Activities details the resources utilized in providing Instructional Technology services during the first grant year. Included are both NEREX resources, state matching funds and in kind contributions to this work from a variety of sources. A total figure of $31,850 was invested in the Regional effort. Of the amount less than half came directly from NEREX Regional Services funds. Over $7,000 came from in kind SEA involvement. These figures do not reflect the involvement of the New York SEA NEREX project on Computer Literacy (see Table 1). That project involved an additional amount of $12,250 of which more than $3,000 came from in kind contributions.

Teaching - Current Issues

The third area targeted for NEREX regionwide services during 1981 was Current Issues in Teaching. In a manner similar to that used in the areas of Basic Skills-Writing Skills and Instructional Technology-Computer Software, the need to focus on current issues in teaching was developed during the first year of the exchange's operation. Each of the state needs profiles for the seven northeast states developed under the NREPP referenced multiple needs relating to the processes of teaching. Also initial NEREX state visits revealed additional SEA concerns over teaching. Several SEAs cited such problem areas as the need to retrain teachers displaced by shrinking enrollments and budgets, the need to find and retain qualified staff in certain content areas such as science and mathematics, the need to develop useful staff evaluation procedures for teachers, and the need to identify and disseminate successful preservice/inservice programs and strategies.

Consequently there was much discussion of a variety of teaching issues in the NEREX state needs clarification conferences held during the first two quarters. After these visits NEREX staff followed up with individual states to gather more detailed informaton on needs and projects that pertained to teaching. NEREX staff wrote requests to other RDx participants for both general information on issues in teaching and specific problem areas that had been identified through needs clarification activities. Several print resources were sent to NEREX from colleagues in the RDx network. These materials helped give a broader perspective on current issues in teaching.

Data collected about teaching issues from SEA visits was presented to the NEREX Advisory Committee at the May, 1981 meeting. Additional issues in teaching were identified through the Advisory Committee Meeting. Several Advisory Committee members offered follow up input on a variety of issues in teaching. Therefore NEREX efforts during the first two quarters identified many issues to consider, however, with the many issues concerning teaching, a method to rank and prioritize these issues was needed to bring about as focus for NEREX service.

Early Board of Directors activities and Executive Committee input pointed to a NEREX regional focus on at least some aspects of teaching. NEREX staff went to the June, 1981 Board of Directors meeting with considerable data about current issues in teaching that resulted from the activities cited above. After much discussion at the June meeting the Board acted to designate Current Issues in Teaching as a third major Regional Priority. However, the Board did not not identify specific targets for NEREX service. Instead the Board categorized this priority as developmental and directed the NEREX staff to investigate the area further for later Board Action. In so doing, the Board targeted comparatively less Regional Services funds to this priority than the areas of Basic Skills-Writing Skills and Instructional Technology-Computer Software.

Additional information was presented to the NEREX Board regarding Current Issues in Teaching at the July, 1981 meeting. The Board suggested further at the July meeting that staff stimulate more discussion on the topic by developing a list of potential working strategies to be disseminated back to key SEA staff for reaction. Also the Board indicated that since there were many issues in teaching, the project should involve teacher education institutions in the process of planning NEREX service. Actions were taken to designate Regional Services funds to developing the Current Issues in Teaaching prioirty. It was determined based on planned activities, to appropriate $5,000 of Region Service money to this activity. The Board directed staff to develop preliminary services in 1981 with these funds that would lead to more comprehensive project services in the second year of NEREX.

NEREX service strategies for Current Issues in Teaching were further developed in the interim between the July and October Board of Directors meetings. At the October meeting the Board approved a NEREX plan for 1981 Regional Services in Current Issues in Teaching. The NEREX strategies included the formation of a Task Force with multiple representation; the possible conduct of a regionwide conference on the Image of American Education and Teaching; and the conduct of a survey/sweep on selected topics in teaching.

The NEREX Task Force on Teaching was identified in November from among those designated as SEA representatives by their respective SEA commissioners and others nominated by the Board. In addition several members of the NEREX Advisory Committee, representatives from Colleges of Education, and Business/Industry were named to the Task Force.

A task force meeting was held on January 21, 1982. The task force members were asked to prepare for the meeting, which was described as a one-day planning conference, by collecting resources (publications, documents, bibliographies, survey data, planning papers and resource papers) and responding to a list of questions about five topical areas: The five areas are:

- Attracting, Training and Retaining Quality Teachers
- Teacher Outplacement
- Teacher Supply and Demand
- Certification and Accreditation
- Redefining the Role of the Teacher in the 1980's

The task force, in their role as advisory to the Board of Directors and staff helped identify and clarify regional and state needs in the five areas; provided a broad base of information in the five areas; further identified appropriate topics for the survey/sweep and other quick collection and synthesis documents that the NEREX might develop and disseminate in February 1982; and developed a list of recommended strategies and activities for Year 2 that will be considered by the Board of Directors in establishing the focus for the Year 2 priority in teaching.

Table 3 Total Resources allocated to NEREX Sponsored Activities details the resources utilized in providing Current Issues in Teaching regional services during the first grant year. Included are both NEREX resources, state matching monies and in kind contributions from a variety of sources. A total figure of $17,000 was invested in this regionwide effort. Of that amount less than one third came directly from NEREX Regional Services funds. Over $7,000 resulted from in kind involvement of SEA staff.

Survey/Sweep-Effective Schools

As NEREX began its first year, a variety of problem areas were identified through needs clarification activities. Efforts were made to select pervasive, regionwide need areas on which to focus NEREX Regional Services. Given operating contraints the project could not address each area identified by needs clarification with a full scale Regional Service project. However, the project wanted to deal with some of the issues that were cited by only a few of the states and some that were pervasive but were not ranked as high as the three issues that were selected as first year main Regional Priorities.

During the needs prioritization activities at the June, 1981 Board of Directors Meeting the Board identified an extensive list of secondary priority areas from those that had been considered as Regional Services project areas. It was first suggested that NEREX collect resources that dealt with the secondary priorities as a means of servicing those areas. In the ensuing discussion, Gordon Ambach, SEA Commissioner of New York State suggested that NEREX could quickly address a number of the secondary priorities by conducting regionwide "sweeps". The NEREX Sweep strategy was conceived as a rapid way to respond to the information needs of state educational leadership. The process involves surveying each state to identify products, human resources, etc. on a particular topic then synthesizing the information to be spread throughout the region. The NEREX Board suggested a number of Sweep data gathering techniques and selected a topic for the project to focus on in piloting the Sweep Technique. Effective Schools was selected for the first NEREX Survey/Sweep.

Project staff initially collected resources on Effective Schools during June and July and from these a data gathering form was designed to send to the states. In August the NEREX Sweep form was sent to the seven SEA commissioners who had agreed to designate a key staff to collect the necessary information. Initial Sweep returns started in early September. However, two process problems were encountered. First, some SEAs were slow to react in naming designated data collectors which delayed the returns of three of the seven states. Also, the data collected on the Sweep forms was sometimes incomplete or in a form that otherwise required extensive correspondence and telephoning as follow up. Consequently the pilot sweep effort was not as rapid as originally envisioned.

During November and December, NEREX staff completed data collection and follow-up work. By late December, a draft revision of the sweep document was reviewed by in-house staff and recommendations for revisions were made. A tri-fold sweep brochure was also designed. When printed, the flyer will include pertinent information about effective schools and how additional information can be obtained. Multiple copies will be mailed to each SEA for use in state dissemination. Additional copies will be disseminated throughout the RDx network.

The first NEREX Sweep became a larger undertaking than was originally envisioned since several of the seven states instituted Effective Schools projects. Some of the states began efforts focusing on Effective Schools before the Sweep was conducted and other states used NEREX state set aside funds to support Effective Schools Task Forces and other activities. Several process learnings resulted from this initial effort which was well received within the region. These learnings will help to make other Sweeps more effective.

As displayed in Table 3 Total Resources Allocated to NEREX Sponsored Activities, more than $7,000 was invested in the first NEREX Sweep on Effective Schools. Of that amount $1,350 was in kind contributions. The remainder was primarily staff time and printing. These figures do not truly portray the level of activity which resulted in the states focusing on Effective Schools. An additional $46,000 was invested by four states (CT, MA, NH and VT) in Effective Schools projects through NEREX State Set Aside Funds and in kind contributions.

Individual State Projects

When NEREX was funded, the Board of Directors committed themselves to two main strategies in serving the needs of the seven states region: addressing a common set of regionwide priority areas and providing support for individual state efforts. Throughout the first year of operation and in planning future activities the NEREX has maintained its committment to these broad service strategies. In keeping with this mission the NEREX sought to work with individual states to develop meaningful state projects with potential cross state linkages in the Northeast region.

During the first Board of Directors Meeting in January, 1981 action was taken to devote a portion of the NEREX funds to support State Set Aside projects in each of the seven member states. Discussion of State Set Aside Projects began early in the first round of state visits and continued throughout the first two quarters. Issues of concern dealt with the amounts allocated to individual states, the process for determining the shape of the projects and methods for NEREX involvement, dissemination and monitoring of such state based efforts. In June, 1981 the Directors voted on a formula to determine support for both regionwide and individual state efforts. During 1981, the majority of service funds was targeted for Regional priorities ($34,000) while a lesser amount ($22,000) was targeted for individual state projects. At this meeting, the Board also reviewed allocation policies and took specific action to specify individual state resources based primarily on relative student populations. It was determined that the smaller states would each receive $2,000 while the larger states (NY and MA) would receive proportionately larger State Set Aside monies ($8,000 for NY and $4,000 for MA).

From the beginning, policy in managing the NEREX State Set Aside Projects was predicated on the notion that NEREX would need to be involved to stimulate development, link complimentary efforts and orchestrate dissemination across state lines. However, NEREX involvement and monitoring would not be so complex as to impede these relatively small state-based efforts. Formal procedures and state set aside contracts were developed during the first year.

Table 1 Workscope Overview-Year I displays summaries of the seven State Set Aside Projects which resulted during the first year of NEREX operations. Each of the resultant projects grew from the original NEREX list of regional priorities. Several of these projects represent secondary priority areas identified during the needs clarification process. Most of these projects involve state-based task forces or advisory groups to assure adequate representation. Most of the projects involve links beyond the SEA and all have brought about the application of additional resources beyond the meager NEREX State Set Aside Project funds.

Interestingly, four of the seven states decided to support State Set Aside Projects that closely relate to the focus of the first NEREX Sweep: Effective Schools (CT, MA, NH and VT). Also, another state (NY) opted to focus their efforts in an area that overlaps with a NEREX Main Regional Priority Area (Instructional Technology). Maine independently identified a focus on Leadership Training. The Rhode Island project corresponds to ROEP-I priorities and focuses on Successful Business Practices. This project also involves funding from ROEP-I.

These projects represent seven individual efforts which are tied together by a variety of "threads" in the region. NEREX mandates dictate cross-state linking whenever feasible and the states have made individual efforts to reach out beyond their own boundaries. The topics themselves have implications across the region. NEREX expects that spin offs will occur from this first year efforts with regionwide implications including additional cross state sharing efforts. It is reassuring to note in Table 3 Total Resources Allocated to NEREX Sponsored Activities that some $22,000 in NEREX funds has brought about a total regional investment of more than $99,000 including SEA monies and in kind contributions. It is likely that several of these State Set Aside Projects will continue during the second year of the Project while new projects may be identified in some states.

In addition to these State Set Aside Projects, NEREX has responded to a variety of requests from the seven SEAs for services. Among the services provided have been linking, general information, provision of print resources, planning assistance and needs assessement. The reader is referred to Quarterly Reports for periods I, II and III for additional detail on NEREX services to individual states.

RDX Participation

During the first year NEREX communicated frequently with each of the other exchanges in the RDx network. Contacts were primarily either to seek information from other RDx staff, to provide information to others or to participate in RDx collaborative activities. As NEREX regionwide priorities became more clearly established the staff contacted the seven other exchanges and the four support services to seek contact information and print resources in each priority area. As a result of these inquiries NEREX has received a number of documents and information on relevant programs through the RDx network.

NEREX staff had several opportunities for exchange with other RDx personnel at the summer NIE Regional Programs meeting held in Virginia. The interim Executive Director, the newly appointed Executive Director and the Dissemination Specialist all attended the NIE meeting and each had several interactions with staff from other regional exchanges. At the meeting NEREX staff met with DSS staff to plan services to clients in the Northeast region. NEREX staff also investigated ways to take better advantage of Resource Referral Services (RRS) to meet needs within the region. All NEREX staff at the Regional Programs Meeting attended the RDx Coordinating Committee Meeting. Also NEREX staff had several interactions with State Capacity Building staff from the Northeast Region at NIE summer meeting.

NEREX responded to a request for assistance from the New York State Capacity Building Project and involved NWREL's DDS project in a one-day meeting on July 15, 1981 with the EPSIS staff in New York. This meeting was followed by a meeting of NEREX staff with Joe Pascarelli in July, 1981 to discuss linking the 7 state Capacity Building Projects. NEREX followed up on this discussion by convening the Capacity Building Projects during September.

NEREX staff contacted Resource and Referral Services (RRS) to secure additonal copies of selected mini lists and to plan ways of better utilizing RRS services. During the NEREX planning grant year a catalogue of education service organizations in the Northeast region was prepared. Currently, NEREX is involving RRS in updating information on Northeast organizations. As planned RRS can interactively assist in the updating process and subsequently provide additional services such as producing specialized listings for dissemination within the region.

NEREX has played a role in two separate collaborative efforts coordinated by CEMREL's Research and Development Interpretation Service (RDIS). In an effort that spread across the first and second quarter NEREX assisted RDIS in surveying the Northeast states regarding State Validation practices. NEREX worked with both RDIS staff and RBS/Rx staff to coordinate this effort. After data had been compiled and an RDIS draft document had been produced NEREX staff selected three key education leaders in the region to critique the document. Another RDIS effort begun during the second quarter involved NEREX staff in surveying the seven Northeast states regarding practices in oral and written communication. This effort overlapped considerably with the Basic Skills - Writing Skills regionwide priority area.

Also during the third and fourth quarters NEREX worked cooperatively with two other exchanges (RBS and AEL) to coordinate an eastern regional conference for Title I improvement. This project involved all NEREX staff in several activities including SEA linking, human resource identification and conference facilitation.

Summary of Deliverables

During the first year of the project NEREX accomplished work on each of the objectives and functions described in the proposal. Figure 4 displays several first year tasks which were deliverables to the National Institute of Education. As the NEREX became operationalized several of the tasks described in the first year proposal were expanded and redefined in order to respond to regional and state needs.

The lists regarding Board of Directors, Advisory Committee and Staffing were completed on schedule (2 months). Likewise deliverables for Regional Needs (5 months), Evaluation RFP Designed and distributed (4 months), Evaluation Contract (5 months) and Report to the Board - Interim (5 months) were all completed on schedule.

State Needs Profile are still in the process due to significant changes at various state departments of education and the need to focus staff attention on other NEREX activities. During the first year, the concept of the profile was expanded at the suggestion of Board members to include material that served a more useful regional purpose. The material to be included in profiles goes beyond statement of state needs to provide information on structure, organization, key projects and efforts in Regional priorities. Profiles when completed are reviewed by the SEA and then circulated to the other states to stimulate cross state linkages regarding common concerns. The profiles will become an early Year 2 task and included updated information based on the impact of federal cutbacks and newly emerging needs within the SEAs.

State Service Contracts (6-12 months) were approximately on schedule, however, some delays in state decision making and changes in project scope meant that contracts were arranged spanning a six month period.

Figure 4

Summary of Deliverables

Item	Date Completed
List of Board of Directors List of Advisory Committee List of Staffing	2 months
Regional Needs	5 months
Priorities Regional	5 months
Evaluation RFP Designed and Distributed	4 months
Evaluation Contract	5 months
Report to the Board-Interim	5 months
State Needs Profiles	Delayed to early Year 2
RFP's: General and Sole Source Designed and Distributed	7-10 months
Service Contracts	
State	6-12 months
Regional	7-12 months
Interim Evaluation Report	9 months
Regional Program Files: Sweeps	
Effective Schools	12 months
Basic Skills	12 months
Instructional Technology	12 months
Teaching	12 months
Support Services File: Update RFQ data	12 months
Draft Annual Report and Refined Plan of Action for Year 2	9 months
Evaluation and Documentation; Quarterly Reports	3,6, and 9 months
Products	12 months
Annual Report	12 months

Likewise some Regional Service Contracts (7-12 months) were negotiated on schedule while others were delayed briefly in order to allow action of the Board of Directors. Additional Regional Service Contracts for regional conferences were completed in January, 1982..

Reports such as the Interim Evaluation Report (9 months), Draft Annual Report (9 months), and Documentation (3,6, and 9 months) were completed on schedule. The Support Services File (11 months) was redesigned on the basis of services available from the RDx network and thus delayed. According to plan the Resource and Referral Service (RRS) will continually update a NEREX Regional Support Services File as part of their national file on educational service organizations. The RRS is using the NREPP RFQ listing as a basis for the Northeast file. It is likely this strategy will prove more effective than manual updating a support services file through repeated iterations of the RFQ process.

APPENDIX A

List of Board of Directors

List of Advisory Committee Members

NORTHEAST REGIONAL EXCHANGE

DIRECTORY OF BOARD MEMBERS

CONNECTICUT

David G. Carter
Associate Dean
School of Education
University of Connecticut
Storrs, Connecticut 06268
(203) 486-3813

Mark R. Shedd
Commissioner of Education
P.O. Box 2219
State Department of Education
Hartford, Connecticut 06115
(203) 566-5061

MAINE

Elizabeth H. Mitchell
Legislator
R.F.D. #1
Augusta, Maine 04330
(207) 289-3281

Harold Raynolds, Jr.
Commissioner of Education
Department of Educational
and Cultural Services
Augusta, Maine 04330
(207) 289-2321

MASSACHUSETTS

Kevin T. Andrews
Edward Devotion School
245 Harvard Street
Brookline, Massachusetts 02146
(617) 734-1111

MASSACHUSETTS (continued)

John H. Lawson
Commissioner of Education
State Department of Education
31 St. James Avenue
Boston, Massachusetts 02116
(617) 727-5700

NEW HAMPSHIRE

Robert L. Brunelle
Commissioner of Education
State Department of Education
Concord, New Hampshire 03301
(603) 271-3144

Sister Jeannette Vezeau
President
Notre Dame College
2321 Elm Street
Manchester, New Hampshire 03104
(603) 669-4298

NEW YORK

Gordon M. Ambach
Commissioner of Education
The University of the State of
New York
Albany, New York 12234
(518) 474-5844

(CONTINUED ON REVERSE SIDE)

NEW YORK (continued)

Anne L. Bondy
President
BOCES
17 Berkeley Drive
Port Chester, New York 10573
(914) 937-3820

Sandra Feldman
Assistant to President and
Director of Staff
UFT
260 Park Avenue South
New York, New York 10010
(212) 777-8097

RHODE ISLAND

Arthur R. Pontarelli
Commissioner of Education
State Department of Education
199 Promenade Street
Providence, Rhode Island 02908
(401) 277-2031

Ann Prosser
Principal
Captain F. Harold Hunt Primary
School
12 Kendall Street
Central Falls, Rhode Island 02863
(401) 724-7150

VERMONT

Stephen S. Kaagan
Commissioner of Education
State Department of Education
Montpelier, Vermont 05602
(802) 828-3135

Patricia M. Zyber
Superintendent
Essex Supervisory Union
Box 329
Essex Junction, Vermont 05451
(802) 878-8168

ADVISORY COMMITTEE

Ms. Nancie Atwell
Director
Boothbay Writing Project
Boothbay Regional Elementary School
Route 27
Boothbay Harbor, ME 04538
(207) 633-5097 or 5098

Mr. Earl Bassett
Chairman
E. Greenwich School Committee
Le Baron Drive
E. Greenwich, RI 02818
(401) 885-3300

Ms. Eleanor Burgess
Director of Student Educational Services
City School District
131 Broad Street
Rochester, NY 14608
(716) 325-4560 X2453

Dr. Jacqueline Clement
Superintendent of Schools
Lincoln Public Schools
Ballfield Road
Lincoln, MA 01773
(617) 259-9400

Mr. Paul D. Collins
Principal
Amherst Middle School
Cross Road
Amherst, NH 03031
(603) 673-8944

Ms. Myrna Cooper
Director
New York City Teachers Centers Consortium
260 Park Avenue South
New York, NY 10010
(212) 475-3737

Mr. Paul Copes
Principal
Weaver High School
415 Granby Street
Hartford, CT 05112
(203) 243-9761

Ms. Joan Flanagan
Principal
Crosby School
34 Winter Street
Arlington, MA 02174
(617) 646-1000

Ms. Jewel Gutman
CABE
Hartford Graduate Center
275 Windsor Street
Hartford, CT 06120
(203) 678-1555

Ms. Lenor Hersey
Northeast Coalition of Educational Leaders Inc. (NECEL)
P.O. Box 637
Lincoln, MA 01773
(617) 259-9298

Ms. Betty Hollander
Chairman
Omega Group
One Omega Drive
Box 4047
Stamford, CT 06907
(203) 359-1660

Mr. Alfred W. Kany
President & General Manager
Lund-Division of New Britain Machine Co.
Lund Industrial Road
Saco, ME 04072
(207) 282-3336

Ms. Marianne Martin
Office of Grants Programs
Portsmouth High School
Education Lane
Portsmouth, RI 02871

Dr. Thomas Minter
Deputy Chancellor for Instruction
New York City Board of Education
110 Livingston Street
Brooklyn, NY 11201
(212) 596-8042

(CONTINUED ON REVERSE SIDE

Mr. Fritz Mosher
Program Officer
Carnegie Corporation of New York
437 Madison Avenue
New York, NY 10022
(212) 371-3200

Ms. Ethel Murphy
Wilkins School
Amherst, NH 03031
(603) 673-4411

Dr. Jerome Murphy
Harvard University
Graduate School of Education
Gutman Library
6 Appian Way
Cambridge, MA 02138
(617) 495-3425

Father Jim O'Brien
Superintendent of Schools
Diocese of Syracuse
240 East Onondaga Street
Syracuse, NY 13202
(315) 474-3943

Ms. Carmen Ortiz
Director
Bilingual Education Programs
Bank Street College of Education
610 West 112th Street
New York, NY 10025
(212) 663-7200 X391

Ms. Elizabeth Patton
392 Central Park West #18H
New York, NY 10025

Mr. John Raftery
42 Holbrook Avenue
Hull, MA 02145
(617) 925-1755

Mr. Richard K. Riley
State Disseminator/Title IV ESEA
Maine Department of Educational
& Cultural Services
Education Building, Mail Station 23
Augusta, ME 04333
(207) 289-2475

Ms. Betty Roberts
Crocker Farm Elementary
West Street
Amherst, MA 01002
(413) 256-6726

Mr. Charles Santelli
Director, Division of Research
& Educational Services
New York State United Teachers
80 Wolf Road
Albany, NY 11205
(518) 459-5400 X284 or X285

Dr. Robert Sekowski
District Superintendent of Schools
Board of Cooperative Educational
Services
P.O. Box 70
New Hartford, NY 13413
(315) 792-4560

Mr. Charles Tesconi
Dean & Professor
College of Education & Social Services
University of Vermont
Burlington, VT 05401
(802) 656-3424

Mr. Robert M. Trombley
Education Informational
Systems Specialist
Education Programs and
Studies Information Service
Room 330
New York State Education Department
Albany, NY 12234
(518) 474-3639

Mr. Jose Vasquez
Professor of Education
Hunter College
City University of New York
Hunter-Bellevue
440 East 26th Street
8th Floor, Room 804
New York, NY 10010
(212) 481-5070

Ms. Nancy Zahniser
Principal
Lawrence Barnes School
Burlington, VT 05401
(802) 863-4521

APPENDIX B

Table 1--Workscope Overview - Regional Priorities, State Priorities, Other NEREX Activities.

Table 2--Resource Matching - Year 1.

Table 3--Total Resources Allocated to NEREX Sponsored Activities.

Table 4--Summary NEREX Dollars and Matching Funds.

Table 1

Workscope Overview - Regional Priorities,
State Priorities, Other NEREX Activities

WORKSCOPE OVERVIEW

YEAR 1

REGIONAL PRIORITIES

PROJECT	STAFF PERSONS RESPONSIBLE	ADVISORY/TASK FORCE INVOLVEMENT	OTHER LINKS	EXTERNAL RESOURCES	NEREX BUDGET	PRODUCTS (completion dates)
Basic Skills-Writing	D. Fleming	10-12 member including SEAs, resource people, and Advisory Committee Members	Region I + New York Basic Skills Group (meeting Sept. 30, 1981) - RDIS (Regional Exchange Service) Oral & Written Communication - The Network, Inc. - SEA's - Writing Projects within region (usually LEA or IHE developed)	- Region I Office paid travel for the group to meet. - RDIS Service from Rx network	$14,000 (Regional priority money + staff time)	- Update of Writing Skills Management document, (Network 1/82) - Synthesis document of State efforts (12/81) - Promoting Promising Writing Programs through regional conference (2/82) - RDIS national survey results (5/82) - Various State Products (continuous)
Instructional Technology - Computer Software	L. Vaughan	10-12 member Task Force including SEAs resource people and Advisory Committee Members	- TERC - Northwest Regional Lab. - American Institute for Television	- NWRL through Rx network	$15,000 (Regional Priority Money + staff time)	-update of "Microcomputer in Education" (1/82) - microshift document by NWRL (5/82)

(Continued on next page)

WORKSCOPE OVERVIEW

YEAR 1

REGIONAL PRIORITIES

(Continued)

PROJECT	STAFF PERSONS RESPONSIBLE	ADVISORY/TASK FORCE INVOLVEMENT	OTHER LINKS	EXTERNAL RESOURCES	NEREX BUDGET	PRODUCTS (completion dates)
Instructional Technology - Computer Software (continued)			- SEA's - Numerous Computer software organizations and companies - Resource people within region	- Business/Industry (materials)	$8,000 (N.Y. State Priority money)	- Regional conference on computer software evaluation and exchange (3/82) - N.Y. state's document with NEREX state priority money (2/82) - Various State Documents (continucus) - Various publications (continuous)
Teaching	L. Griesemer	10-12 member Task Force including SEA's, IHE, Teacher representatives, other resource people and Advisory Committee Members	- SEA's - various IHE's in region (including Univ. of Connecticut - LEA's		$5,000 (Regional Priority Money) + staff time	- Planning conference/ Task Force Meeting on Current Issues in Teaching (1/82) - Survey/Sweep on Regional Resources in Teaching (2/82) - Synthesis of individual state studies on teacher supply and demand (2/82)

WORKSCOPE OVERVIEW

YEAR 1

STATE PRIORITIES

PROJECT	STAFF PERSONS RESPONSIBLE	ADVISORY/TASK FORCE INVOLVEMENT	OTHER LINKS	EXTERNAL RESOURCES	NEREX BUDGET	PRODUCTS (completion dates)
Connecticut - An Assessment Package for use in Connecticut's Effective Schools Project	L. Griesemer	Joint Bureau of Research & Evaluation & Bureau of School Improvement	Representatives of 30 school buildings	Cost of training sessions and printing document to be covered by Connecticut	$2,000 consultant and expense	2 training sessions for LEA's and document (12/81) to be disseminated through NEREX
Maine - Leadership Assessment Center	L. Griesemer D. Fleming	Leadership Assessment Center Planning Team	- University of Southern Maine	Contributions from Univ. of Southern Maine SDE to be determined	$2,000	- Leadership Assessment Center available to Region in Year 2 (1/82)
Massachusetts-Effective Schools	D. Fleming L. Griesemer	Effective Schools Task Force	- Other SEA's - Harvard (Intern)	- estimated $13,985 in SEA funds and staff time	$4,000	- Task Force recommendations and products (1/82)

WORKSCOPE OVERVIEW

YEAR 1

STATE PRIORITIES

(Continued)

PROJECT	STAFF PERSONS RESPONSIBLE	ADVISORY/TASK FORCE INVOLVEMENT	OTHER LINKS	EXTERNAL RESOURCES	NEREX BUDGET	PRODUCTS (completion dates)
New Hampshire - Effective Schools in Rural New Hampshire	D. Fleming L. Griesemer	SEA and IHE's in New Hampshire	- Other SEA's - Federal Government - IHE's	- estimated SEA funds and staff time	$2,000	- Dissemination (1/82)
New York - Computer Literacy	L. Vaughan	Linkage with NEREX computer Task Force	colleagues, associations, and vendors	- estimated SEA funds and staff time	$8,000	- Statewide Product on Computer Literacy (1/82) Resource File
Rhode Island - Successful Business Practices	L. Vaughan	RI School Business Managers	- ROEP I - RECON - School Business Officials Association - ASBO	- $2,700 SEA funds and estimated $15,000 in SEA/LEA staff time	$2,000	- Awareness Conference and follow-up training (1/82)

WORKSCOPE OVERVIEW

YEAR 1

STATE PRIORITIES

(Continued)

PROJECT	STAFF PERSONS RESPONSIBLE	ADVISORY/TASK FORCE INVOLVEMENT	OTHER LINKS	EXTERNAL RESOURCES	NEREX BUDGET	PRODUCTS (completion dates)
Vermont - Effective Schools	D. Fleming	Vermont Task Force and Advisory Committee	- University of Vermont - 5 school districts in Vermont	- $15,000 from University of Vermont (plus $1,000 in tuition waiver) - $3,000 in SEA funds - estimated $3,600 in SEA, LEA and IHE staff time	$2,000	- Training and Product (1/82)

WORKSCOPE OVERVIEW

OTHER NEREX ACTIVITIES

PROJECT	STAFF PERSONS RESPONSIBLE	ADVISORY/TASK FORCE INVOLVEMENT	OTHER LINKS	EXTERNAL RESOURCES	NEREX BUDGET	PRODUCTS (completion dates)
Effective Schools Survey Sweep	D. Fleming	SEA and IHE Task Forces	- SEA's	The three states that identified this area as an individual state priority area have contributed direct resources or inkind resources	- $4,000 (Mass. State priority money) - $2,000 (Vermont State priority money) - $2,000 (Conn. State priority money) - $2,000 (NH State priority money) - staff time	- Survey Sweep on Effective Schools (1/82) - Products from Massachusetts (1/82) - Training and Product from Vermont (1/82) - Assessment package from Connecticut (1/82) - Publication from New Hampshire (2/82) - Other regionally developed products (continuous) - National products (continuous)

-49-

WORKSCOPE OVERVIEW

OTHER NEREX ACTIVITIES

(Continued)

PROJECT	STAFF PERSONS RESPONSIBLE	ADVISORY/TASK FORCE INVOLVEMENT	OTHER LINKS	EXTERNAL RESOURCES	NEREX BUDGET	PRODUCTS (completion dates)
Linking Capacity Building Projects	L. Vaughan	- Representatives from all 7 SEA's	- NIE - CCSSO - Karen Seashore-Louis (Abt Study) - ROEP-I - DDS and RRS (exchange service)	- ROEP-I paid for first meeting - Services of DDS and RRS (exchange service contracts)	-staff time-	Exchange of state plans for institutionalizing CBP and dissemination strategies (continuous)
Title I/NDN	L. Griesemer D. Fleming L. Vaughan	- SEA Title I directors - Regional Exchange Planning Teams	- NDN - RBS and AEL (other exchanges)	- Travel costs to be paid from RBS contract	-staff time-	- Training and materials for SEA Title I staff in providing Technical Assistance, In-service and Classroom Management (1/82)

WORKSCOPE OVERVIEW

OTHER NEREX ACTIVITIES

(Continued)

PROJECT	STAFF PERSONS RESPONSIBLE	ADVISORY/TASK FORCE INVOLVEMENT	OTHER LINKS	EXTERNAL RESOURCES	NEREX BUDGET	PRODUCTS (completion dates)
State Validation Practices	L. Vaughan L. Griesemer	- RDIS/RDx's	- NIE - NDN - CCSSO	- RDIS paid for overall conduct of study	-staff time and travel	- Document on State Validation practices for 50 states (9/81) - NEREX documentation validation practices in 7 northeast states (6/81) - Presentation of study to CCSSO (11/81) - Presentation of study to NDN staff (12/81)
Oral and Written Communication	D. Fleming	- SEA and LEA Basic Skills Project directors	- RDx - CEMREL	- RDIS paid for overall development of document	-staff time-	- Document on Oral and Written Communications (1/82)
Linking Educational Service Centers	D. Lavin		- Service Center leadership of Northeast states - American Assoc. of Ed.'l Service Agencies (AAESA)		-as part of Senior Consultant responsibilities	- Paper on Linking NEREX and Educational Service Centers
State Profiles	L. Vaughan	- Individual SEA's			-staff time-	- Profile report (11/81)

Table 2

Resource Matching - Year 1

RESOURCE MATCHING - YEAR 1

REGIONAL PRIORITIES

AREA OF FOCUS	DOLLAR MATCH		PERSONDAY MATCH		TOTAL VALUE
	Source of Funds	Amount	Person/Group	Estimated Value	
Curriculum - Basic Skills-Writing	ROEP-I travel funds for task force meeting	$600.00	ROEP-I Basic Skills Group (7 members x 1 day x $150/day) =	$1,000.00	
			Task Force (12 members x 3 days x $150/day) =	$5,400.00	
			Outside Resource people (10 people x 1 day x $150/day) =	$1,500.00	
			(Conference attendance not included)		$8,500.00
Instructional Technology - Computer Software			Task Force (10 members x 3 days x $150/day) =	$4,500.00	
			Outside Resource people (13 people x 1 day x $200/day) =	$2,600.00	
			(Conference attendance not included)		$7,100.00
Teaching - Current Issues			Task Force (20 members x 1 day x $150/day) =	$3,000.00	
			Outside Resource people (15 people x 1 day x $200/day) =	$3,000.00	$6,000.00
Subtotal		$600.00		$21,000.00	$21,600.00

RESOURCE MATCHING - YEAR 1

STATE PRIORITIES

AREA OF FOCUS	DOLLAR MATCH		PERSONDAY MATCH		TOTAL VALUE
	Source of Funds	Amount	Person/Group	Estimated Value	
Connecticut - Effective Schools	Connecticut SEA	$8,000.00	Connecticut SEA staff (15 persondays x $150/day) =	$2,250.00	$10,250.00
Maine - Leadership Assessment	Maine SEA University of S. Maine Center for Research and Advanced Study	$1,500.00 $1,500.00 $3,500.00	Maine SEA (10 persondays x $150/day) = University of So. Maine Ed. Department (50 persondays x $150/day) = Center for Research and Advanced Study (17 persondays x $150/day) =	$1,500.00 $7,500.00 $2,550.00	$18,050.00
Massachusetts - Effective Schools	Mass. SEA	$635.00	Mass. SEA (53 persondays x $150/day) = Task Force (9 people x 4 mtgs. x $150/day) =	$7,950.00 $5,400.00	$13,985.00

RESOURCE MATCHING - YEAR 1

STATE PRIORITIES
(Continued)

AREA OF FOCUS	DOLLAR MATCH		PERSONDAY MATCH		TOTAL VALUE
	Source of Funds	Amount	Person/Group	Estimated Value	
New Hampshire - Effective Schools in Rural New Hampshire			N.H. SEA (5 persondays x $150/day) =	$750.00	
			N.H. (IHE's) (6 persondays x $150/day) =	$900.00	$1,650.00
New York - Computer Literacy	NY SEA	$500.00	NY SEA (20 persondays x $150/day) =	$3,000.00	$3,500.00
Rhode Island - Successful Business Practices	RI SEA	$2,700.00	RI SEA (65 persondays x $150/day) =	$9,750.00	
			Task Force (35 persondays x $150/day) =	$5,250.00	$17,700.00
Vermont - Effective Schools	Univ. of Vermont (plus tuition waivers)	$1,500.00	Vermont SEA (6 persondays x $150/day) =	$900.00	
	Vermont SEA	$1,000.00 $3,000.00	Univ. of Vermont (3 persondays x $150/day) =	$450.00	
			Vermont Superintendent Association (3 persondays x $150/day) =	$450.00	$7,300.00
Subtotal		$23,835.00		$48,600.00	$72,435.00

RESOURCE MATCHING - YEAR 1

OTHER ACTIVITIES

AREA OF FOCUS	DOLLAR MATCH		PERSONDAY MATCH		TOTAL VALUE
	Source of Funds	Amount	Person/Group	Estimated Value	
Other Activities: Survey/Sweep - Effective Schools			SEA contacts (7 people x 1 day x $150/day) = Other Resource people (8 people x .25 days x $150/day) =	$1,050.00 $300.00	$1,350.00
Linking Capacity Building Projects	ROEP-I travel funds for meeting	$330.00	ROEP-I Group Meeting (7 people x 1 day x $150/day) = Follow-Up activities (10 people x 1 day x $150/day) =	$1,050.00 $1,500.00	$2,880.00
Title I/NDN Workshop	Funds held by RBS for NEREX		Other Resource people (10 x .25 day x $150/day) =	$375.00	$375.00
State Validation Practices	Funds held by RDIS at CEMREL		Other Resource people (10 people x .50 day x $150/day) =	$750.00	$750.00
Oral and Written Communication	Funds held by RDIS at CEMREL		Other Resource people (15 x 1 day x 150/day) =	$2,250.00	$2,250.00

RESOURCE MATCHING - YEAR 1

OTHER ACTIVITIES
(Continued)

AREA OF FOCUS	DOLLAR MATCH		PERSONDAY MATCH		TOTAL VALUE
	Source of Funds	Amount	Person/Group	Estimated Value	
Linking Educational Service Centers	Merrimack Education Center travel for R.J. Lavin	$500.00			$500.00
State Profiles			SEA Resource people (7 states x 2 days/ state x $150) =	$2,100.00	$2,100.00
Subtotal		$830.00		$9,375.00	$10,205.00

RESOURCE MATCHING - YEAR 1

GOVERNANCE

AREA OF FOCUS	DOLLAR MATCH		PERSONDAY MATCH		TOTAL VALUE
	Source of Funds	Amount	Person/Group	Estimated Value	
Governance					
Board of Directors			Board Meetings (7 commissioners x 4 days x $250/day) =	$7,000.00	
			(8 Board members x 4 days x $150/day) =	$4,800.00	
			Executive Session (3 commissioners x 4 days x $250/day) =	$3,000.00	
			(3 Board members x 4 days x $150/day) =	$1,800.00	$16,600.00
Advisory Committee			Advisory Committee Meeting (26 members x 1 day x $150/day) =	$3,900.00	$3,900.00
Subtotal	--			$20,500.00	$20,500.00

Table 3

Total Resources Allocated to NEREX
Sponsored Activities

Total Resources Allocated to NEREX Sponsored Activities

NEREX Dollars and Matching Funds

Area of Focus	NEREX Resources Dollar	NEREX Resources Persondays (est. staff time)	Subtotal NEREX Resources	(See Table 2) Match of External Resources Dollar	(See Table 2) Match of External Resources Persondays	Subtotal External Resources	Total
Regional Priorities							
Curriculum - Basic skills-Writing Skills	$14,000.00	$9,750.00 (35 pd.)	$23,750.00	$600.00	$7,900.00	$8,500.00	$32,250.0
Instructional Technology - Computer Software	$15,000.00	$9,750.00 (35 pd.)	$24,750.00	-	$7,100.00	$7,100.00	$31,850.0
Teaching - Current Issues	$5,000.00	$4,500.00 (35 pd.)	$9,500.00		$6,000.00	$6,000.00	$15,500.0
Subtotal	$34,000.00	$24,000.00	$58,000.00	$600.00	$21,000.00	$21,600.00	$79,600.0
State Priorities							
Connecticut - Effective Schools	$2,000.00	$750.00 (5 pd.)	$2,750.00	$8,000.00	$2,250.00	$10,250.00	$13,000.0
Maine - Leadership Assessment	$2,000.00	$750.00 (5 pd.)	$2,750.00	$6,500.00	$11,550.00	$18,050.00	$20,800.0
Massachusetts - Effective Schools	$4,000.00	$750.00 (5 pd.)	$4,750.00	$635.00	$13,350.00	$13,985.00	$18,735.0
New Hampshire - Effective Schools in Rural New Hampshire	$2,000.00	$750.00 (5 pd.)	$2,750.00	-	$1,650.00	$1,650.00	$4,400.0

Total Resources Allocated to NEREX Sponsored Activities

NEREX Dollars and Matching Funds

Area of Focus	NEREX Resources Dollar	NEREX Resources Persondays (est. staff time)	Subtotal NEREX Resources	(See Table 2) Match of External Resources Dollar	(See Table 2) Match of External Resources Persondays	Subtotal External Resources	Total
New York - Computer Literacy	$8,000.00	$750.00 (5 pd.)	$8,750.00	$500.00	$3,000.00	$3,500.00	$12,250.0
Rhode Island - Successful Business Practices	$2,000.00	$750.00 (5 pd.)	$2,750.00	$2,700.00	$15,000.00	$17,700.00	$20,450.0
Vermont - Effective Schools	$2,000.00	$750.00 (5 pd.)	$2,750.00	$5,500.00	$1,800.00	$7,300.00	$10,050.0
Subtotal	$22,000.00	$5,250.00	$27,250.00	$23,835.00	$48,600.00	$72,435.00	$99,685.0
Other Activities							
Effective Schools Survey/ Sweep	$200.00	$6,000.00 (40 pd.)	$6,200.00	-	$1,350.00	$1,350.00	$7,550.0
Linking Capacity Building Projects	$100.00	$1,500.00 (10 pd.)	$1,600.00	$330.00	$2,550.00	$2,880.00	$4,480.0
Title I/NDN	-	$2,250.00 (15 pd.)	$2,250.00	-	$375.00	$375.00	$2,625.0
State Validation Practices	$500.00	$1,500.00 (10 pd.)	$2,000.00	-	$750.00	$750.00	$2,750.0
Oral and Written Communications	$100.00	$1,500.00 (10 pd.)	$1,600.00	-	$2,250.00	$2,250.00	$3,850.0

Total Resources Allocated to NEREX Sponsored Activities

NEREX Dollars and Matching Funds

Area of Focus	NEREX Resources Dollar	NEREX Resources Persondays (est. staff time)	Subtotal NEREX Resources	(See Table) Match of External Resources Dollar	(See Table) Match of External Resources Persondays	Subtotal External Resources	Total
Linking Educational Service Centers	$1,500.00	$450.00 (3 pd.)	$1,950.00	$500.00	-	$500.00	$2,450.00
State Profiles	-	$7,500.00 (50 pd.)	$7,500.00	-	$2,100.00	$2,100.00	$9,600.00
Subtotal	$1,800.00	$17,700.00	$23,100.00	$830.00	$9,375.00	$10,205.00	$33,305.00
Governance:							
Board of Directors	$4,000.00	$7,500.00 (50 pd.)	$11,500.00	-	$16,600.00	$16,600.00	$28,100.00
Advisory Committee	$3,000.00	$1,500.00 (10 pd.)	$4,500.00	-	$3,900.00	$3,900.00	$8,400.00
Subtotal	$7,000.00	$9,000.00	$16,000.00	-	$20,500.00	$20,500.00	$36,500.00

Table 4

Summary NEREX Dollars and Matching Funds

SUMMARY
NEREX DOLLARS AND MATCHING FUNDS

AREAS OF FOCUS	NEREX RESOURCES	MATCHED RESOURCES	TOTAL
Regional Priorities	$58,000.00	$21,600.00	$79,600.00
State Priorities	$27,250.00	$72,435.00	$99,685.00
Other Activities	$23,100.00	$10,205.00	$33,305.00
Subtotal	$108,350.00	$104,240.00	$212,590.00
Governance	$16,000.00	$20,500.00	$36,500.00
TOTAL	$124,350.00	$124,740.00	$249,090.00

-64-

Appendix C

Organizational Linkages

Organizational Linkage

During the first year of operation the Northeast Regional Exchange has developed links to a variety of educational organizations. They include:

State Departments of Education
Local School Departments
Educational Service Centers
Institutes of Higher Education

Regional Exchanges and Support Services
Regional Laboratories and National Research Centers
Regional and National Research and Development Organizations

U.S. Department of Education (including National Institute of Education)
U.S. Regional Offices of Educational Programs

State, Regional, and National Professional Associations
Business and Industry